DOCUMENT RESUME

ED 068 201 PS 005 983

AUTHOR	Wells, Alberta
TITLE	Bibliography Supplement for December 1971. Volume 3. Final Report: Part X.
INSTITUTION	Institute for Interdisciplinary Studies, Minneapolis, Minn.
SPONS AGENCY	Office of Economic Opportunity, Washington, D.C.
PUB DATE	Dec 71
NOTE	49p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Annotated Bibliographies; Bibliographies; Certification; *Child Development; *Day Care Programs; *Day Care Services; Economics; Evaluation; Facilities; Legislation; Personnel; Publications; Public Schools; Research; Resources

ABSTRACT

This annotated bibliography, which is an addition to "Day Care: An Annotated Bibliography," contains approximately 90 items published between 1966 and 1971. Books, pamphlets, magazine articles, research papers, and reports are included in this list. All are sources that the Day Care Policy Studies Group examined for a study undertaken for the Office of Economic Opportunity. These references are grouped in twelve categories as follows: 1. General Issues, 2. Child Development, 3. Specific Programs, 4. Personnel, 5. Economic Issues, 6. Licensing Standards, 7. Legislation and Regulation, 8. Special Issues, 9. Evaluation, 10. Facilities and Supplies, 11. General Resources, 12. Public Schools. There is an author index at the end of the bibliography. Many items of general educational interest are included, so that this list would be of value not only to those concerned with the day care field, but to many types of professionals involved in working with children. (For related documents, see PS 005 969-982.) (AL)

ED 068201

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

PREPARED BY:
Alberta Wells

of the

DAY CARE POLICY STUDIES GROUP
Institute for Interdisciplinary Studies
123 East Grant Street
Minneapolis, Minnesota 55403

December 1971

PS 005983

FINAL REPORT: PART X
BIBLIOGRAPHY SUPPLEMENT FOR DECEMBER 1971
VOLUME 3

ADDITION TO

DAY CARE: AN ANNOTATED BIBLIOGRAPHY

REVISED SEPTEMBER 1971

The September Revision contained approximately 1500 items
The December issue contained approximately 220 items
This addition contains approximately 90 items

FOREWORD

This final report is submitted to the Office of Economic Opportunity by the Day Care Policy Studies Group in fulfillment of Contract B00-5121. This report presents the research undertaken by the Day Care Policy Studies Group and does not necessarily represent the policies or positions of the Office of Economic Opportunity.

The final report is presented in two sections; Part I Alternative Federal Day Care Strategies for the 1970's: Summary Report, and Parts II through X, supporting appendices to the summary report. The following separately bound volumes are included:

Parts:
- I — Alternative Federal Day Care Strategies of the 1970's: Summary Report
- II — Volume 1 — Child Care Programs: Estimation of Impacts and Evaluation of Alternative Federal Strategies
- II — Volume 2 — Appendixes to Child Care Programs: Estimation of Impacts and Evaluation of Alternative Federal Strategies
- II — Volume 3 — Measurements of Impacts of Child Care Programs
- III — Existing Day Care Legislation
- IV — Volume 1 — Costs of Day Care
- IV — Volume 2 — Appendix to Costs of Day Care: Proceedings of a Workshop
- V — Challenges in Day Care Expansion
- VI — Public Opinion Toward Day Care
- VII — Types of Day Care and Parents' Preferences

VIII Future Trends Affecting Day Care and Preschool Education

IX Volume 1 Training Programs for Child Care Personnel

Volume 2 Appendix to Training Programs for Child Care Personnel

X Volume 1 Day Care: An Annotated Bibliography

Volume 2 Bibliography Supplement for September, October, and November 1971

Volume 3 Bibliography Supplement for December 1971

In addition to this final report and supporting technical appendixes, the Day Care Policy Studies Group has provided the following supporting documents to the Office of Economic Opportunity in fulfillment of this contract.

An Explication of Some Alternative Federal Day Care Strategies for the 70's

Potential Impacts from Child Care

Considerations in the Evaluation of Alternative Funding Mechanisms for Day Care Services

The Effect of Present and Proposed Tax Deductions for Child Care

Emerging Findings and Implications for the Implementation of the Day Care Provisions of H.R.1 and OEO R & D in Day Care

Pending Federal Legislation Pertaining to Day Care

Review of Pending Day Care Legislation

Benefit/Cost Analysis of Day Care Programs Under a Family Assistance Plan

The Public's Opinion of Day Care

Paraprofessionals in Day Care

Some Implications of the Provision of Day Care Services

Day Care: An Annotated Bibliography Monthly Supplements

Questions Relating to the Federal Role in Day Care (Unpublished)

Evidence of Interest by States and Local Governments in Implementing Day Care and Preschool Educational Programs (Unpublished)

TABLE OF CONTENTS

1. GENERAL ISSUES 1

2. CHILD DEVELOPMENT 3

   A. General 3
   B. Physical 8
   C. Social-emotional 8
   D. Cognitive 10
   E. Disadvantaged Populations 11
   F. Parent-child Interaction 12

3. SPECIFIC PROGRAMS 15

   A. Day Care Programs 15
   B. Head Start Programs 15
   C. Infant Programs 16
   D. Preschool Education Programs 16
   E. School-age Programs 17
   F. Foreign Programs 17
   G. Family Programs 18
   H. Private for-Profit Programs 19
   I. Work-related Programs 19

4. PERSONNEL 20

   A. Staffing 20
   B. Training 21

5. ECONOMIC ISSUES 223

   A. Supply and Demand 23
   B. Cost/Benefit 23
   C. Employment and Labor Force 24
   D. Participation for AFDC Populations and Women in General 24
   E. Poverty Issues 24
   F. Funding Sources 24
   G. Cost of Day Care 25
   H. Statistical Data 25

6. LICENSING STANDARDS 26

7. LEGISLATION AND REGULATION 28

8. SPECIAL ISSUES 29

   A. Special Populations 29
   B. Parent Participation 29
   C. Community Organization 30
   D. Grouping 30

9. EVALUATION 32

10. FACILITIES AND SUPPLIES 34

11. GENERAL RESOURCES 40

12. PUBLIC SCHOOLS 41

INDEX 43

1. GENERAL ISSUES

Caldwell, Bettye M. "A Timid Giant Grows Bolder." SATURDAY REVIEW, 20 February 1971, pp. 47-49

> The author traces the changes the word and the field of "day care" have gone through, noting its advocacy by different groups at different times for different reasons. However, she sees this pull in one direction and then another as keeping day care from making policy, rather than following it only. Her solution to make day care "a powerful instrument of social policy" is a forum in public education.

DAY CARE EXPECTATIONS. New York: National Study Service, 1971. 8 pp. 1.00

> Day care is viewed as a partial answer to breaking the cycle of public dependency, but quality day care is viewed as child care with a strong child-development program.

Evans, E. Belle; Shub, Beth; and Weinstein, Marlene. DAY CARE: HOW TO PLAN, DEVELOP, AND OPERATE A DAY CARE CENTER. Boston: Beacon Press, 1971. 337 pp. 6.95

> DAY CARE offers step-by-step guidance for planning, developing, and operating a high-quality day care center for preschool children. The book presents alternative ideas and solutions appropriate to laymen as well as professionals, and to small parent cooperatives as well as large federally funded enterprises.

A GUIDE FOR MANAGERS OF CHILD DAY CARE AGENCIES. Phoenix: Migrant Opportunity Program, 1969. 70 pp. ERIC, 3.29

> "This guide was compiled by a group of rural Arizona day care center managers working under the Migrant Opportunity Program (MOP) established in 1965. The managers were previously inexperienced and, at the end of two years, were interested in self-improvement and more efficient ways to perform their jobs. Their collaboration and idea exchange, based on their actual experiences, resulted in this guide."

Matheson, Helen. DO YOU NEED DAY CARE? (Reprinted from the WISCONSIN STATE JOURNAL) 5 pp. 1.00

> Check lists for care in family homes and centers have been suggested by about 74 day care operators, teachers, parents, licensing agents, and child development specialists to help parents evaluate day care services.

McFadden, Dennis N. FINAL REPORT ON PRESCHOOL EDUCATION TO OHIO DEPARTMENT OF EDUCATION. Columbus, Ohio: Columbus Laboratories, Battelle Memorial Institute, 1969. 120 pp. ERIC, 6.10

> "The objectives of this report are to determine whether there is a need to establish a statewide policy of early education in Ohio, to define what priorities are implied by such a need, and to suggest relevant recommendations for the establishment of a policy, if needed. Sixteen chapters of this report present information from research literature on the development of abilities or skills of young children necessary for school achievement."

NEW CONSIDERATIONS IN EARLY CHILDHOOD DEVELOPMENT: A SYMPOSIUM. Washington, D.C.: Day Care and Child Development Council of America, 1971. 95 pp. 3.00

> A group of workshops at the National Conference on Social Welfare brought together people from a variety of disciplines -- social work, early childhood education, psychology -- as well as operators of several programs for young children. The purposes of the sessions were to relate social work practice to other developments in the early childhood field, to discuss new knowledge and insights which have emerged from research, and to provide information about programs and program models with which practitioners have been experimenting.

REPORT OF THE ILLINOIS WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH: COMMUNICATION, COMMITMENT, AND ACTION. Springfield: Illinois Commission on Children, 1970. 142 pp. ERIC, 6.58

> This report summarizes the fact finding and recommendations of almost 8,000 people in Illinois who participated in preparing for the 1970 White House Conference on Children and Youth. It is divided into the following four sections: delivery of services which deals with the broader philosophy, problems, and priorities relating to the ways agencies and institutions reach and help young people; youth's role in society which is concerned with youth's quest for identity; the family unit which focuses on the conservation of the family as a natural base and the collaborative role of agencies in the education process.

SOME GENERAL GUIDELINES FOR NAACP SPONSORSHIP AND ADMINISTRATION OF DAY CARE CENTERS FOR CHILDREN. New York: NAACP, 1971. 8 pp. Free

> Guidelines cover the following areas: services and program provided, funding, policy making and administration, site, operating funds, staff, and parent programs.

2. CHILD DEVELOPMENT

A. GENERAL

Badger, Earladeen. ACTIVITIES FOR INFANT STIMULATION OR MOTHER-INFANT GAMES. Mt. Carmel, Illinois: Mt. Carmel Parent and Child Center, 1970. 11 pp. ERIC, 3.29

> "Specific suggestions are offered for mother-infant activities, sequenced according to developmental levels, which foster the physical and mental development of the infant and the socio-emotional relationship between mother and infant. The activities are intended for use by professionals, paraprofessionals, and mother-teacher aides who work with infants in Day Care and Home Bound programs."

Berk, Laura E. EFFECTS OF DURATION OF A NURSERY SCHOOL SETTING ON ENVIRONMENTAL CONSTRAINTS AND CHILDREN'S MODES OF ADAPTATION. Chicago: University of Chicago, Early Education Research Center, 1971. 23 pp. ERIC, 3.29

> "This study is concerned with the way in which children's naturally occurring behaviors change over a period of time as they adapt to a nursery school setting. The results illustrate a basic conception of ecological psychology, that the program of an environment's inputs to individuals changes if its ecological properties change -- in this case, if the duration of the setting increases."

Cherry, Ralph W. IMPLICATIONS OF CHILD GROWTH AND DEVELOPMENT FOR SCHOOL PLANT DESIGN. Bryan, Texas: Caudill, Rowlett, Scott and Associates, 1956. 7 pp. ERIC, 3.29

> Based on the belief that planning of school plants must be preceded by careful study of child growth and development, this paper discusses the following principles: development is a product of two factors -- learning and growth; human growth and development follow an orderly pattern; individuals differ in rate, pattern, and ultimate level of development, and all aspects of growth and development are interrelated.

Cook, Ann, and Mack, Herbert. "Business in Education: The Discovery Center Hustle." SOCIAL POLICY 1(1970):4-11

> A look at some of the ways business is cashing in on the preschool market and the question of what the aims of education should be.

PS 05683

A DEMONSTRATION PROJECT IN GROUP CARE OF INFANTS. Greensboro: University of North Carolina, Institute for Child and Family Development, 1970. 22 pp. Free

> The objectives of Phase II of this infant care project are to produce a variety of educational materials and to offer training opportunities for individuals, largely at paraprofessional levels, who give care to infants and toddlers; to produce for various communications media interpretive materials that define quality programs for infants and toddlers; and to test the hypothesis that day home care is better suited to the needs of children under three years of age than is group care.

Deutsch, Martin. INTERIM PROGRESS REPORT. PART I: CURRICULUM, PARENT PROGRAM, IN-SERVICE TRAINING, EXTRAMURAL TRAINING, AND DISSEMINATION: PART II: RESEARCH AND EVALUATION. New York: New York University, School of Education, Institute for Developmental Studies, 1967. 579 pp. 10.00

> The work of the Institute for Developmental Studies has been concerned, in large part, with the social and academic problems of environmentally disadvantaged children in the areas of research, curriculum innovation training, community involvement, and comprehensive evaluation.

EFFECTS OF FACILITIES ON EDUCATIONAL ACHIEVEMENT: A SELECTED BIBLIOGRAPHY. Madison: University of Wisconsin, ERIC Clearinghouse on Educational Facilities, 1970. 57 pp. ERIC, 3.29

> References in this bibliography are grouped into six sections: learning and the learning environment; classroom environment; school and educational environments; environmental influences upon learning and education; color, thermal environment, lighting and visual environment, acoustical environment; controlled and physical environments; and miscellaneous.

Evans, E. Belle; Shub, Beth; and Weinstein, Marlene. DAY CARE: HOW TO PLAN, DEVELOP, AND OPERATE A DAY CARE CENTER. Boston: Beacon Press, 1971. 337 pp. 6.95

> DAY CARE offers step-by-step guidance for planning, developing, and operating a high-quality day care center for preschool children. The book presents alternative ideas and solutions appropriate to laymen as well as professionals, and to small parent cooperatives as well as large federally funded enterprises.

Haith, Marshall M. DAY CARE AND INTERVENTION PROGRAMS FOR INFANTS UNDER TWO YEARS OF AGE. Cambridge, Massachusetts: Harvard University, 1970. 71 pp. Free

> "This paper attempts to organize the available literature on day care programs currently in operation or in the proposal state for infants under two years of age. Although consideration is given to many facets of these programs special emphasis is placed on their goals for psychological development in the first two years, the curricula which have been developed to accomplish these goals and the evaluation of these curricula."

HARVARD EDUCATIONAL REVIEW 39(1969):147 pp. 4.75

> "Architecture and Education" is the theme of this issue. The intent "is to explore the relationship of architectural values to significant human experience and in particular to basic educational goals -- to question if and how the physical environment informs and shapes and liberates the human spirit."

Hughes, Marie M.; Wetzel, Ralph J.; and Henderson, Ronald W. THE TUCSON EARLY EDUCATION MODEL. Tucson: University of Arizona, Arizona Center for Early Childhood Education, n.d. 11 pp. Free

> The Tucson Early Education Model was designed originally to develop a different kind of early education experience for the Mexican-American children of Tucson who came largely from the poverty areas of the city. The model was implemented in 68 classrooms, grades 1-3, in eight metropolitan public schools.

Jencks, Christopher. THE COLEMAN REPORT AND THE CONVENTIONAL WISDOM. Cambridge, Massachusetts: Harvard University, Harvard Graduate School of Education, Center for Educational Policy Research, 1970. 101 pp.

> The author notes that between 1965 when EQUALITY OF EDUCATIONAL OPPORTUNITY was written and 1970, national priorities had shifted away from integration and back to "separate but equal." His purpose in this paper is to demonstrate that despite changes in national policy, the conclusions of EEOR remain correct, namely that family background and peers have a large effect on children, whereas teachers and physical surroundings have small effects.

Keister, Mary Elizabeth. PATTERNS OF DAYTIME CARE OF INFANTS UNDER THREE YEARS OF AGE: A SURVEY IN GUILFORD COUNTY, NORTH CAROLINA 1965. Greensboro: University of North Carolina, Institute for Child and Family Development, 1965. 13 pp. Free

This report is based on data for 516 urban families considered to be representative of Guilford County, N.C. Findings are reported and recommendations made on the basis of these findings.

McFadden, Dennis N. FINAL REPORT ON PRESCHOOL EDUCATION TO OHIO DEPARTMENT OF EDUCATION. Columbus, Ohio: Columbus Laboratories, Battelle Memorial Institute, 1969. 120 pp. ERIC, 6.10

"The objectives of this report are to determine whether there is a need to establish a statewide policy of early education in Ohio, to define what priorities are implied by such a need, and to suggest relevant recommendations for the establishment of a policy, if needed. Sixteen chapters of this report present information from research literature on the development of abilities or skills of young children necessary for school achievement."

NEW CONSIDERATIONS IN EARLY CHILDHOOD DEVELOPMENT: A SYMPOSIUM. Washington, D.C.: Day Care and Child Development Council of America, 1971. 95 pp. 3.00

A group of workshops at the National Conference on Social Welfare brought together people from a variety of disciplines -- social work, early childhood education, psychology -- as well as operators of several programs for young children. The purposes of the sessions were to relate social work practice to other developments in the early childhood field, to discuss new knowledge and insights which have emerged from research, and to provide information about programs and program models with which practitioners have been experimenting.

PREVENTION OF PUBLIC DEPENDENCY: A PUBLIC POLICY PAPER. New York: National Study Service, 1971. 9 pp. .50

Among the tools named for prevention of public dependency is day care service. It is recommended that this service have a child development focus for all children in slum or low income neighborhoods in order to orient the children to new life experiences and expose the parents to living conditions better than they have ever known.

RECOMMENDATIONS: COMPOSITE REPORT OF FORUM FINDINGS, GOLDEN ANNIVERSARY WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH. Washington, D.C.: U.S. Government Printing Office, 1960. 85 pp. .35

Recommendations from the 1960 White House Conference on Children and Youth are divided into the following categories: general, physical environment, social environment, personnel, religion, values and ideals, human rights, children and youth as individuals, and world concerns.

REPORT OF THE ILLINOIS WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH: COMMUNICATION, COMMITMENT, AND ACTION. Springfield: Illinois Commission on Children, 1970. 142 pp. ERIC, 6.58

This report summarizes the fact finding and recommendations of almost 8,000 people in Illinois who participated in preparing for the 1970 White House Conference on Children and Youth. It is divided into the following four sections: delivery of services which deals with the broader philosphy, problems, and priorities relating to the ways agencies and institutions reach and help young people; youth's role in society which is concerned with youth's quest for identity; the family unit which focuses on the conservation of the family as a natural base; and the collaborative role of agencies in the education process.

RESEARCH STUDIES ON KINDERGARTEN EDUCATION. Albany: State Education Department, University of the State of New York, 1964. ERIC, 3.29

This listing of research is divided into the following areas: values in kindergarten education, entrance age and class size as factors in kindergarten education, research on beginning reading with implications for kindergarten education, and recent research on intellectual development and learning with implications for kindergarten education.

Rice, Robert R. THE HOUSING ENVIRONMENT AS A FACTOR IN CHILD DEVELOPMENT. Washington, D.C.: Office of Economic Opportunity, 1966. 33 pp. ERIC, 3.29

"In Kansas City, Missouri, 208 Negro five year olds were studied to examine the influence of housing upon child development and to compare the relative influence of housing on Head Start and non-Head Start children."

Schwartz, Conrad. THE EFFECTS OF MOTHERS' PRESENCE AND PREVISITS ON CHILDREN'S EMOTIONAL REACTIONS TO STARTING NURSERY SCHOOL. Syracuse, New York: Syracuse University, Syracuse Center for Research and Development in Early Childhood Education, National Laboratory on Early Childhood Education, 1969. 36 pp. ERIC, 3.29

This study investigated the emotional effects of various treatment conditions on children starting nursery school. It concluded that most middle class children readily adapt to a nursery school situation, regardless of treatment conditions at time of entrance.

B. PHYSICAL

EARLY CHILDHOOD SELECTED BIBLIOGRAPHIES SERIES: PHYSICAL. Urbana, Illinois: ERIC Clearinghouse on Early Childhood Education, 1968. 25 pp. ERIC, 3.29

> The general subject of this bibliography is the physical aspects of early childhood education and includes three subdivisions: genetics, sensory-motor processes, and growth.

Smith, Jack L. NUTRITIONAL STATUS OF NEW ORLEANS, MISSISSIPPI AND ALABAMA HEAD START CHILDREN. New Orleans, Louisiana: Tulane University, Head Start Evaluation and Research Center, 1969. 93 pp. ERIC, 3.29

> The three purposes of this final report were to evaluate the causes of anemia through detailed studies of urban New Orleans preschool children and their mothers, to study the effect of dietary supplementation of school feeding programs upon the nutritional status of groups of anemic and non-anemic children in preschool and kindergarten programs, and to use nationally standardized procedures to collect and integrate New Orleans data with data obtained from Mississippi and Alabama studies on rural and semi-urban children.

A STUDY OF VISUAL PERCEPTIONS IN EARLY CHILDHOOD. Silver City, New Mexico: Western New Mexico University, 1967. 95 pp. ERIC, 3.29

> A three-year study of 510 children's visual perceptions was conducted at Western New Mexico University. The relation of visual perceptions to cultural deprivation and to membership in a non-dominant culture was investigated. The second aspect of the study regarded the finding of the most effective program for overcoming perceptual difficulties.

C. SOCIAL-EMOTIONAL

Berk, Laura E. EFFECTS OF VARIATIONS IN THE NURSERY SCHOOL SETTING ON ENVIRONMENTAL CONSTRAINTS AND CHILDREN'S MODES OF ADAPTATION. Paper presented at the American Educational Research Association Convention, March 2-6, 1970, Minneapolis, Minnesota. 48 pp. ERIC, 3.29

"The study asks how specific characteristics of preschool settings affect the natural occurrence of environmental constraints and children's adaptations to them. A Montessori class, a University Nursery School, and two Head Start classes comprised the observed settings."

Franco, Daisy. "The Child's Perception of 'The Teacher' as Compared to His Perception of 'The Mother.'" JOURNAL OF GENETIC PSYCHOLOGY 107(1965):133-41

"The central problem of this study is the relationship between the child's perception of teacher and of mother. It is based on the theoretical assumption that childhood feelings and attitudes toward parents are displaced upon others and thus influence perception of others, as emphasized by the psychoanalytic concept of transference."

Honig, Allice S. FINAL REPORT ON "APPROACH." Syracuse: Syracuse University, 1970. 13 pp. Free

The objective of this study has been the development and application of an observation coding technique for use in naturalistic assessments of the young child with particular reference to cognitive and emotional social development.

L'Abate, Luciano. DESIGN FOR A PLAYROOM. Atlanta: Georgia State College, n.d. 14 pp. ERIC, 3.29

The author makes recommendations for the construction of play therapy facilities which would not interfere with clinical practice but would permit the gathering of research data concerned with the effectiveness of play therapy.

Martin, Marian. BEHAVIORAL RESEARCH RELEVANT TO THE CLASSROOM. Tucson: University of Arizona, 1970. 53 pp. Free

"Behavioral research presents an analysis of the classroom in which sources of academic success or failure are sought in contingencies of reinforcement functioning in the child's learning environment."

McClung, Franklin B., and Stunden, Alastair A. MENTAL HEALTH CONSULTATION TO PROGRAMS FOR CHILDREN: A REVIEW OF DATA COLLECTED FROM SELECTED U.S. SITES. Chevy Chase, Maryland: National Institute of Mental Health, 1970. 60 pp. .65

"The focus of this study is to review and analyze current programs, practices, and procedures of child mental health consultation in order to generate an in-depth, empirically derived, conceptual framework which will assist in the development of new programs of training and research in consultation."

D. COGNITIVE

Crawford, Patricia, and Eason, Gary. SCHOOL ACHIEVEMENT: A PRELIMINARY LOOK AT THE EFFECTS OF THE HOME. Toronto, Ontario: Board of Education, 1970. 50 pp. ERIC, 3.29

This is the first in a series of reports on a study of the relationship between factors in the home and school achievement. The two home variables which were found to be useful predictors of achievement were the parents' anticipated education for the child and number of books in the home suitable for the child.

Fargo, George A.; Roth, Colleen P.; and Cade, Theo M. EVALUATION OF AN INTERDISCIPLINARY APPROACH TO PREVENTION OF EARLY SCHOOL FAILURE. Honolulu: University of Hawaii, 1968. 51 pp. ERIC, 3.29

The objectives of this Head Start research project were (1) to focus interest on the need for early intervention with poorly-functioning preschool children with the intent to offer services of a preventive rather than remedial function; (2) to demonstrate the need for and value of an interdisciplinary approach to diagnosis and educational planning; and (3) to serve as a training function for prospective teachers and pediatric residents.

Furno, Orlando F., and Collins, George J. CLASS SIZE AND PUPIL LEARNING. Baltimore, Maryland: Baltimore City Public Schools, 1967. 153 pp. ERIC, 6.58

"To test the hypothesis that pupil achievement is inversely related to class size, a 5-year study (1959-1964) examined the relationship between class size and pupil achievement in reading and arithmetic."

Honig, Allice S. FINAL REPORT ON "APPROACH." Syracuse: Syracuse University, 1970. 13 pp. Free

The objective in this study has been the development and application of an observation coding technique for use in naturalistic assessments of the young child with particular reference to cognitive and emotional social development.

Miller, Wilma H. CERTAIN HOME ENVIRONMENTAL FACTORS AND CHILDREN'S READING READINESS. Paper presented at the International Reading Association Conference, May 6-9, 1970. 12 pp. ERIC, 3.29

The specific home environmental factors examined in this study were maternal teaching style, maternal language style, children's daily schedules, and home prereading activities.

E. DISADVANTAGED POPULATIONS

Champagne, David W., and Goldman, Richard M. DEVELOPMENT OF A TRAINING PROGRAM TO INCREASE THE USE OF REINFORCEMENT IN INFORMAL TEACHING BY MOTHERS OF EDUCATIONALLY DISADVANTAGED CHILDREN. Paper presented at the Annual Meeting of the American Anthropological Association, 1970, San Diego. 19 pp. ERIC, 3.29

> This research on parents' acquisition of teaching skills was conducted in three phases. The first was designed to determine if the literature that described the use of reinforcement by parents was accurate for both middle class mothers and for the target population of lower class mothers. The learning strategies most helpful to parents were developed. During phase two, one parent was worked with for 15 weeks using the strategies. Phase three consisted of working with six mothers using the same design as that of phase two, in order to evaluate whether the reinforcement skills training program had similar effects on other parents.

Deutsch, Martin. INTERIM PROGRESS REPORT. PART I: CURRICULUM, PARENT PROGRAM, IN-SERVICE TRAINING, EXTRAMURAL TRAINING, AND DISSEMINATION; PART II: RESEARCH AND EVALUATION. New York: New York University, School of Education, Institute for Developmental Studies, 1967. 579 pp. 10.00

> The work of the Institute for Developmental Studies has been concerned, in large part, with the social and academic problems of environmentally disadvantaged children in the areas of research, curriculum innovation training, community involvement, and comprehensive evaluation.

Gordon, Ira J. RELATIONSHIPS BETWEEN SELECTED FAMILY VARIABLES AND MATERNAL AND INFANT BEHAVIOR IN A DISADVANTAGED POPULATION. Gainesville: University of Florida, College of Education, Institute for Development of Human Resources, 1969. 84 pp. ERIC, 3.29

> This report contains a series of studies that grew out of the parent education project of the Institute. The objectives and general design of the project consisted of instruction of 200 environmentally disadvantaged mothers by parent educators using a sequence of infant stimulation exercises conducted in the home.

PREVENTION OF PUBLIC DEPENDENCY: A PUBLIC POLICY PAPER. New York: National Study Service, 1971. 9 pp. .50

> Among the tools named for prevention of public dependency is day care service. It is recommended that this service have a

child development focus for all children in slum or low income neighborhoods in order to orient the children to new life experiences and expose the parents to living conditions better than they have ever known.

Rankin, Richard J., and Henderson, Ronald W. STANDARDIZED TESTS AND THE DISADVANTAGED. Tucson: University of Arizona, 1969. 12 pp. Free

"The general purpose of this paper is to evaluate the reliability of a new individual intelligence scale, the Wechsler Preschool and Primary Scale of Intelligence. A secondary purpose is to consider the idea that perhaps carefully administered and specifically renormed conventional intelligence tests might be a better solution to cultural-bias problems than the culture-free intelligence test."

F. PARENT-CHILD INTERACTION

Badger, Earladeen. ACTIVITIES FOR INFANT STIMULATION OR MOTHER-INFANT GAMES. Mt. Carmel, Illinois: Mt. Carmel Parent and Child Center, 1970. 11 pp. ERIC, 3.29

"Specific suggestions are offered for mother-infant activities, sequenced according to developmental levels, which foster the physical and mental development of the infant and the socio-emotional relationship between mother and infant. The activities are intended for use by professionals, paraprofessionals, and mother-teacher aides who work with infants in Day Care and Home Bound programs."

Baldwin, Clara P. INFORMATION EXCHANGE IN MOTHER-CHILD INTERACTIONS. Paper presented at the meeting of the Society for Research in Child Development, March 1969, Santa Monica, California. ERIC, 3.29

"To assess mother-child interaction, 23 mother-child pairs from the West Harlem ghetto (half lower class and half middle class Negroes) and from Washington Square (white middle class) were observed. Children were 3-year-old boys.

Champagne, David W., and Goldman, Richard M. DEVELOPMENT OF A TRAINING PROGRAM TO INCREASE THE USE OF REINFORCEMENT IN INFORMAL TEACHING BY MOTHERS OF EDUCATIONALLY DISADVANTAGED CHILDREN. Paper presented at the Annual Meeting of the American Anthropological Association, 1970, San Diego. 19 pp. ERIC, 3.29

This research on parents' acquisition of teaching skills was conducted in three phases. The first was designed to determine if the literature that described the use of reinforcement by parents was accurate for both middle class mothers and for the target population of lower class mothers. The learning strategies most helpful to parents were developed. During phase two, one parent was worked with for 15 weeks using the strategies. Phase three consisted of working with six mothers using the same design as that of phase two, in order to evaluate whether the reinforcement skills training program had similar effects on other parents.

Crawford, Patricia, and Eason, Gary. SCHOOL ACHIEVEMENT: A PRELIMINARY LOOK AT THE EFFECTS OF THE HOME. Toronto, Ontario: Board of Education, 1970. 50 pp. ERIC, 3.29

This is the first in a series of reports on a study of the relationship between factors in the home and school achievement. The two home variables which were found to be useful predictors of achievement were the parents' anticipated education for the child and number of books in the home suitable for the child.

Gordon, Ira J. RELATIONSHIPS BETWEEN SELECTED FAMILY VARIABLES AND MATERNAL AND INFANT BEHAVIOR IN A DISADVANTAGED POPULATION. Gainesville: University of Florida, College of Education, Institute for Development of Human Resources, 1969. 84 pp. ERIC, 3.29

This report contains a series of studies that grew out of the parent education project of the Institute. The objectives and general design of the project consisted of instruction of 200 environmentally disadvantaged mothers by parent educators using a sequence of infant stimulation exercises conducted in the home.

Miller, Wilma H. CERTAIN HOME ENVIRONMENTAL FACTORS AND CHILDREN'S READING READINESS. Paper presented at the International Reading Association Conference, May 6-9, 1970. 12 pp. ERIC, 3.29

The specific home environmental factors examined in this study were maternal teaching style, maternal language style, children's daily schedules, and home prereading activities.

Rankin, Paul T., Jr. THE RELATIONSHIP BETWEEN PARENT BEHAVIOR AND ACHIEVEMENT OF INNER CITY ELEMENTARY SCHOOL CHILDREN. Paper presented at the 1967 Annual Meeting of the American Educational Research Association, 18 February 1967, New York City. 5 pp. ERIC, 3.29

"To determine what kinds of parent behavior are related to the scholastic achievement of inner city elementary school children, 32 high achievers and 32 low achievers in third and fourth grade were selected and interviews were collected from their mothers."

Schoggen, Maxine. RESEARCH, CHANGE, AND SOCIAL RESPONSIBILITY: STUDIES OF THE IMPRINT OF THE LOW-INCOME HOME ON YOUNG CHILDREN. Nashville: George Peabody College for Teachers, 1967. 4 pp. ERIC, 3.29

"Both mother and teacher are social agents in the child's environment and provide the foci for the two separate, but related, ongoing studies on reinforcement patterns described in this paper. The long range study goal is to find clues on how to direct teachers and help them act as constructive agents in the child's environment."

Schwartz, Conrad. THE EFFECTS OF MOTHERS' PRESENCE AND PREVISITS ON CHILDREN'S EMOTIONAL REACTIONS TO STARTING NURSERY SCHOOL. Syracuse, New York: Syracuse University, Syracuse Center for Research and Development in Early Childhood Education, National Laboratory on Early Childhood Education, 1969. 36 pp. ERIC, 3.29

This study investigated the emotional effects of various treatment conditions on children starting nursery school. It concluded that most middle class children readily adapt to a nursery school situation, regardless of treatment conditions at time of entrance.

3. SPECIFIC PROGRAMS

A. DAY CARE PROGRAMS

WHO CARES FOR THE CHILDREN? A STUDY OF CHILD CARE IN OLMSTED COUNTY, MINNESOTA. Minneapolis: Synergetic Systems, 1970. 70 pp. Free

> "The purpose of this study was primarily to gather information about working women in Olmsted County and to learn what provisions they made for the care of their preschool age children while they worked. Such data was requested by community leaders in Rochester, who were charged with the responsibility of planning for future community services for all young children in the county."

B. HEAD START PROGRAMS

Berk, Laura E. EFFECTS OF VARIATIONS IN THE NURSERY SCHOOL SETTING ON ENVIRONMENTAL CONSTRAINTS AND CHILDREN'S MODES OF ADAPTATION. Paper presented at the American Educational Research Association Convention, March 2-6, 1970, Minneapolis, Minnesota. 48 pp. ERIC, 3.29

> "The study asks how specific characteristics of preschool settings affect the natural occurrence of environmental constraints and children's adaptations to them. A Montessori class, a University Nursery School, and two Head Start classes comprised the observed settings."

Fargo, George A.; Roth, Colleen P.; and Cade, Theo M. EVALUATION OF AN INTERDISCIPLINARY APPROACH TO PREVENTION OF EARLY SCHOOL FAILURE. Honolulu: University of Hawaii, 1968. 51 pp. ERIC, 3.29

> The objectives of this Head Start research project were (1) to focus interest on the need for early intervention with poorly-functioning preschool children with the intent to offer services of a preventive rather than remedial function; (2) to demonstrate the need for and value of an interdisciplinary approach to diagnosis and educational planning, and (3) to serve as a training function for prospective teachers and pediatric residents.

Rice, Robert R. THE HOUSING ENVIRONMENT AS A FACTOR IN CHILD DEVELOPMENT. Washington, D.C.: Office of Economic Opportunity, 1966. 33 pp. ERIC, 3.29

> "In Kansas City, Missouri, 208 Negro five year olds were studied to examine the influence of housing upon child development and to compare the relative influence of housing on Head Start and non-Head Start children."

C. INFANT PROGRAMS

A DEMONSTRATION PROJECT IN GROUP CARE OF INFANTS. Greensboro: University of North Carolina, Institute for Child and Family Development, 1970. 22 pp. Free

> The objectives of Phase II of this infant care project are to produce a variety of educational materials and to offer training opportunities for individuals, largely at para-professional levels, who give care to infants and toddlers; to produce for various communications media interpretive materials that define quality programs for infants and toddlers; and to test the hypothesis that day home care is better suited to the needs of children under three years of age than is group care.

Haith, Marshall M. DAY CARE AND INTERVENTION PROGRAMS FOR INFANTS UNDER TWO YEARS OF AGE. Cambridge, Massachusetts: Harvard University, 1970. 71 pp. Free

> "This paper attempts to organize the available literature on day care programs currently in operation or in the proposal stage for infants under two years of age. Although consideration is given to many facets of these programs special emphasis is placed on their goals for psychological development in the first two years, the curricula which have been developed to accomplish these goals and the evaluation of these curricula."

D. PRESCHOOL EDUCATION PROGRAMS

Berk, Laura E. EFFECTS OF VARIATIONS IN THE NURSERY SCHOOL SETTING ON ENVIRONMENTAL CONSTRAINTS AND CHILDREN'S MODES OF ADAPTATION. Paper presented at the American Educational

Research Association Convention, March 2-6, 1970, Minneapolis, Minnesota. 48 pp. ERIC, 3.29

"The study asks how specific characteristics of preschool settings affect the natural occurrence of environmental constraints and children's adaptations to them. A Montessori class, a University Nursery School, and two Head Start classes comprised the observed settings."

Hughes, Marie M.; Wetzel, Ralph J.: and Henderson, Ronald W. THE TUCSON EARLY EDUCATION MODEL. Tucson: University of Arizona, Arizona Center for Early Childhood Education, n.d. 11 pp. Free

The Tucson Early Education Model was designed originally to develop a different kind of early education experience for the Mexican-American children of Tucson who came largely from the poverty areas of the city. The model was implemented in 68 classrooms, grades 1-3, in eight metropolitan public schools.

WHO CARES FOR THE CHILDREN? A STUDY OF CHILD CARE IN OLMSTED COUNTY, MINNESOTA. Minneapolis: Synergetic Systems, 1970. 70 pp. Free

"The purpose of this study was primarily to gather information about working women in Olmsted County and to learn what provisions they made for the care of their preschool age children while they worked. Such data was requested by community leaders in Rochester, who were charged with the responsibility of planning for future community services for all young children in the county."

E. SCHOOL-AGE PROGRAMS

No entries.

F. FOREIGN PROGRAMS

Blackstone, Tessa. PRE-SCHOOL EDUCATION IN EUROPE. Strasbourg, France: Council of Europe, Council for Cultural Cooperation, 1970. 43 pp. ERIC, 3.29

"The extent and nature of preschool education in Europe is discussed, with reference to England and Wales, France, the Netherlands, Norway and Sweden. Reports on preschool education in these countries give examples of both an early and a late start to compulsory education, very extensive

and very limited preschool provision, and the effects of private and state support."

Jacoby, Susan. "Who Raises Russia's Children?" SATURDAY REVIEW, 21 August 1971, pp. 41-43

Nursery-kindergartens that would be considered total day care centers in the United States are the basic units of preschool education in the Soviet Union. They enroll children between the ages of two months and seven years. Lack of enough facilities and concern over leaving children for long working days reveal problems similar to other countries where more working mothers are creating a rising need for adequate day care.

Schlesinger, Joy. LEICESTERSHIRE REPORT: THE CLASSROOM ENVIRONMENT. 1966. 15 pp. ERIC, 3.29

The classroom environment of two infant schools (ages 5-7), two junior schools (ages 7-11), one primary (infant and junior) school, and two high schools (ages 11-15) in Leicestershire County, England, is described in this report.

Weber, Lillian. THE ENGLISH INFANT SCHOOL AND INFORMAL EDUCATION. Englewood Cliffs, New Jersey: Prentice-Hall, 1971. 276 pp. 6.95

The author presents the history, theory, and practice of England's primary schools because of her discovery that England "had what I considered to be 'good' education, even with large classes, and that it provided this in the state framework."

G. FAMILY PROGRAMS

WHO CARES FOR THE CHILDREN? A STUDY OF CHILD CARE IN OLMSTED COUNTY, MINNESOTA. Minneapolis: Synergetic Systems, 1970. 70 pp. Free

"The purpose of this study was primarily to gather information about working women in Olmsted County and to learn what provisions they made for the care of their preschool age children while they worked. Such data was requested by community leaders in Rochester, who were charged with the responsibility of planning for future community services for all young children in the county."

H. PRIVATE-FOR-PROFIT PROGRAMS

Cook, Ann, and Mack, Herbert. "Business in Education: The Discovery Center Hustle." SOCIAL POLICY 1(1970):4-11

A look at some of the ways business is cashing in on the preschool market and the question of what the aims of education should be.

"Working Mothers Get a Break; So Do Their Kids and Project Owners." APARTMENT CONSTRUCTION NEWS, June 1971, pp. 19-20

This article describes some of the day care facilities which have been included in apartment developments. Developers supply the facilities and then turn the operation over to such organizations as Kinder Care Nursery Schools, Inc.

I. WORK-RELATED PROGRAMS

No entries.

4. PERSONNEL

A. STAFFING

Evans, E. Belle; Shub, Beth; and Weinstein, Marlene. DAY CARE: HOW TO PLAN, DEVELOP, AND OPERATE A DAY CARE CENTER. Boston: Beacon Press, 1971. 337 pp. 6.95

> DAY CARE offers step-by-step guidance for planning, developing, and operating a high-quality day care center for preschool children. The book presents alternative ideas and solutions appropriate to laymen as well as professionals, and to small parent cooperatives as well as large federally funded enterprises.

A GUIDE FOR MANAGERS OF CHILD DAY CARE AGENCIES. Phoenix: Migrant Opportunity Program, 1969. 70 pp. ERIC, 3.29

> "This guide was compiled by a group of rural Arizona day care center managers working under the Migrant Opportunity Program (MOP) established in 1965. The managers were previously inexperienced and, at the end of two years, were interested in self-improvement and more efficient ways to perform their jobs. Their collaboration and idea exchange, based on their actual experiences, resulted in this guide."

HOW TEACHERS MADE A DIFFERENCE. Washington, D.C.: Education News Service, 1971. 13 pp. Free

> Seven education researchers met in Washington to help policymakers "in determining priorities in the recruitment, training, retraining, and utilization of educational personnel." Summaries of the papers presented at the conference are given in this publication.

REPORT OF THE NEA TASK FORCE ON PARAPROFESSIONALS. Washington, D.C.: National Education Association, 1970. 18 pp. Free

> This report provides an overview of paraprofessionals in education and makes recommendations for national, state, and local education associations to further the training and educational growth of paraprofessionals.

Rosenthal, Ted L.; Coxon, Mary; Hurt, Maure, Jr.; Zimmerman, Barry J.; and Grubbs, Charles F. PEDAGOGICAL ATTITUDES OF CONVENTIONAL AND SPECIALLY-TRAINED TEACHERS. Tucson: University of Arizona, 1970. 27 pp. Free

The goals of the experimental program described are the modification of curricular emphases, classroom practices, and pedagogical orientations of teachers, with particular focus upon the beginning school years for culturally disadvantaged children.

Schoggen, Maxine. RESEARCH, CHANGE, AND SOCIAL RESPONSIBILITY: STUDIES OF THE IMPRINT OF THE LOW-INCOME HOME ON YOUNG CHILDREN. Nashville: George Peabody College for Teachers, 1967. 4 pp. ERIC, 3.29

"Both mother and teacher are social agents in the child's environment and provide the foci for the two separate, but related, ongoing studies on reinforcement patterns described in this paper. The long range study goal is to find clues on how to direct teachers and help them act as constructive agents in the child's environment."

B. TRAINING

A DEMONSTRATION PROJECT IN GROUP CARE OF INFANTS. Greensboro: University of North Carolina, Institute for Child and Family Development, 1970. 22 pp. Free

The objectives of Phase II of this infant care project are to produce a variety of educational materials and to offer training opportunities for individuals, largely at paraprofessional levels, who give care to infants and toddlers; to produce for various communications media interpretive materials that define quality programs for infants and toddlers; and to test the hypothesis that day home care is better suited to the needs of children under three years of age than is group care.

Deutsch, Martin. INTERIM PROGRESS REPORT. PART I: CURRICULUM, PARENT PROGRAM, IN-SERVICE TRAINING, EXTRA-MURAL TRAINING, AND DISSEMINATION; PART II: RESEARCH AND EVALUATION. New York: New York University, School of Education, Institute for Developmental Studies, 1967. 579 pp. 10.00

The work of the Institute for Developmental Studies has been concerned, in large part, with the social and academic problems of environmentally disadvantaged children in the areas of research, curriculum innovation training, community involvement, and comprehensive evaluation.

Evans, E. Belle; Shub, Beth; and Weinstein, Marlene. DAY CARE: HOW TO PLAN, DEVELOP, AND OPERATE A DAY CARE CENTER. Boston: Beacon Press, 1971. 337 pp. 6.95

DAY CARE offers step-by-step guidance for planning, developing, and operating a high-quality day care center for preschool children. The book presents alternative ideas and solutions appropriate to laymen as well as professionals, and to small parent cooperatives as well as large federally funded enterprises.

A GUIDE FOR MANAGERS OF CHILD DAY CARE AGENCIES. Phoenix: Migrant Opportunity Program, 1969. 70 pp. ERIC, 3.29

"This guide was compiled by a group of rural Arizona day care center managers working under the Migrant Opportunity Program (MOP) established in 1965. The managers were previously inexperienced and, at the end of two years, were interested in self-improvement and more efficient ways to perform their jobs. Their collaboration and idea exchange, based on their actual experiences, resulted in this guide."

Meier, John, and Brudenell, Gerald. REMOTE TRAINING OF EARLY CHILDHOOD EDUCATORS. Greeley: Colorado State College, Institute for Child Study, 1968. 44 pp. Free

This is the final report of a training program used to train teachers and aides in early childhood education methods by the means of filmed, written, and videotaped learning episodes.

REPORT OF THE NEA TASK FORCE ON PARAPROFESSIONALS. Washington, D.C.: National Education Association, 1970. 18 pp. Free

This report provides an overview of paraprofessionals in education and makes recommendations for national, state, and local education associations to further the training and educational growth of paraprofessionals.

Strom, Robert D., and Larimore, David. "Predicting Teacher Success: The Inner City." JOURNAL OF EXPERIMENTAL EDUCATION 38 (1970):69-77

"This paper describes a plan for providing a preface of planned experiences to equip prospective inner-city faculty with the confidence, attitudes, and understanding to provide themselves a chance for a rewarding classroom situation, and therefore their students with opportunities for a better education."

5. ECONOMIC ISSUES

A. SUPPLY AND DEMAND

Keister, Mary Elizabeth. PATTERNS OF DAYTIME CARE OF INFANTS UNDER THREE YEARS OF AGE: A SURVEY IN GUILFORD COUNTY, NORTH CAROLINA 1965. Greensboro: University of North Carolina, Institute for Child and Family Development, 1965. 13 pp. Free

This report is based on data for 516 urban families considered to be representative of Guilford County, North Carolina. Findings are reported and recommendations made on the basis of these findings.

WHO CARES FOR THE CHILDREN? A STUDY OF CHILD CARE IN OLMSTED COUNTY, MINNESOTA. Minneapolis: Synergetic Systems, 1970. 70 pp. Free

"The purpose of this study was primarily to gather information about working women in Olmsted County and to learn what provisions they made for the care of their preschool age children while they worked. Such data was requested by community leaders in Rochester, who were charged with the responsibility of planning for future community services for all young children in the county."

B. COST/BENEFIT

McClellan, Keith. CLASSIFYING DAY CARE CENTERS FOR COST ANALYSIS. Chicago: Welfare Council of Metropolitan Chicago, 1970. 25 pp. ERIC, 3.29

"The purpose of this investigation was to design a classification system for determining the operating costs of day care centers for preschoolers. The basic hypothesis of the study was that ownership arrangements and programs of day care centers could both be used to predict such characteristics as variations in clientele, facilities, staffing patterns, and organizational arrangements."

C. EMPLOYMENT AND LABOR FORCE

No entries.

D. PARTICIPATION FOR AFDC POPULATIONS AND WOMEN IN GENERAL

Hausman, Leonard J. THE AFDC AMENDMENTS OF 1967: THEIR IMPACT ON THE CAPACITY FOR SELF-SUPPORT AND THE EMPLOYABILITY OF AFDC FAMILY HEADS. No publication data. 23 pp.

This paper describes, explains, and speculates on the effects of some of the key 1967 public welfare amendments to the Social Security Act on the capacity for self-support and on the employability of adults in the AFDC and AFDC-UP programs.

E. POVERTY ISSUES

No entries.

F. FUNDING SOURCES

Evans, E. Belle; Shub, Beth; and Weinstein, Marlene. DAY CARE: HOW TO PLAN, DEVELOP, AND OPERATE A DAY CARE CENTER. Boston: Beacon Press, 1971. 337 pp. 6.95

DAY CARE offers step-by-step guidance for planning, developing, and operating a high-quality day care center for preschool children. The book presents alternative ideas and solutions appropriate to laymen as well as professionals, and to small parent cooperatives as well as large federally funded enterprises.

A GUIDE FOR MANAGERS OF CHILD DAY CARE AGENCIES. Phoenix: Migrant Opportunity Program, 1969. 70 pp. ERIC, 3.29

"This guide was compiled by a group of rural Arizona day care center managers working under the Migrant Opportunity Program (MOP) established in 1965. The managers were

previously inexperienced and, at the end of two years, were interested in self-improvement and more efficient ways to perform their jobs. Their collaboration and idea exchange, based on their actual experiences, resulted in this guide."

G. COST OF DAY CARE

Evans, E. Belle; Shub, Beth; and Weinstein, Marlene. DAY CARE: HOW TO PLAN, DEVELOP, AND OPERATE A DAY CARE CENTER. Boston: Beacon Press, 1971. 337 pp. 6.95

DAY CARE offers step-by-step guidance for planning, developing, and operating a high-quality day care center for preschool children. The book presents alternative ideas and solutions appropriate to laymen as well as professionals, and to small parent cooperatives as well as large federally funded enterprises.

McClellan, Keith. CLASSIFYING DAY CARE CENTERS FOR COST ANALYSIS. Chicago: Welfare Council of Metropolitan Chicago, 1970. 25 pp. ERIC, 3.29

"The purpose of this investigation was to design a classification system for determining the operating costs of day care centers for preschoolers. The basic hypothesis of the study was that ownership arrangements and programs of day care centers could both be used to predict such characteristics as variations in clientele, facilities, staffing patterns, and organizational arrangements."

H. STATISTICAL DATA

No entries.

6. LICENSING STANDARDS

ABSTRACTS OF STATE DAY CARE LICENSING REQUIREMENTS. PART I: FAMILY DAY CARE HOMES AND GROUP DAY CARE HOMES. PART II: DAY CARE CENTERS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Child Development, 1971.

> This compendium of abstracts of state day care licensing regulations has been prepared as part of the National Survey of Day Care Licensing. A uniform format has been used to facilitate state-by-state comparisons. The licensing agency in each state was requested to review the abstracts of that state's regulations to ensure proper interpretation and to correct any errors or omissions.

DAY CARE CENTER STANDARDS FOR CHILD CARE: REQUIREMENTS FOR LICENSE. Raleigh: State of North Carolina Department of Social Services, 1970. 55 pp. Free

> Licensing requirements are divided into two levels: Level 1, Basic Child Protection, and Level 2, Exceeding Basic Child Protection. The three types of facilities are family day care home, small group day care home, and day care center. Care for infants and school-age children is included.

Matheson, Helen. DO YOU NEED DAY CARE? (Reprinted from the WISCONSIN STATE JOURNAL) 5 pp. 1.00

> Check lists for care in family homes and centers have been suggested by about 74 day care operators, teachers, parents, licensing agents, and child development specialists to help parents evaluate day care services.

STANDARDS FOR DAY CARE CENTERS FOR INFANTS AND CHILDREN UNDER 3 YEARS OF AGE. Evanston, Illinois: American Academy of Pediatrics, Committee on Infant and Preschool Child, 1971. 23 pp. 2.00

> These standards for quality day care for children under three cover the following areas: basic principles, administration, personnel, records, program, health services, nutrition, and facilities.

STATE AND LOCAL DAY CARE LICENSING REQUIREMENTS. Seattle: Consulting Services Corporation, 1971. 77 pp. Free

This report on phase 1 of the Day Care Licensing Study presents the findings and conclusions of the data gathering phase of a larger three-phase study of day care licensing statutes, regulations, procedures, and practices in the fifty states and the District of Columbia. The principal objective of phase 1 was to determine the status of licensing in the various states and the extent to which the licensing process might be a deterrent to future expansion of day care facilities.

7. LEGISLATION AND REGULATION

THE COUNCIL'S 1971 LEGISLATIVE ANALYSIS. Washington, D.C.: Day Care and Child Development Council of America, 1971. 41 pp. 3.50

This "Legislative Packet" includes comparative analysis of major proposed legislation, a DCCDCA position paper on proposed legislation and descriptive memoranda and analyses of various facets of proposed legislation.

8. SPECIAL ISSUES

A. SPECIAL POPULATIONS

Maida, Peter R., and McCoy, John L. THE POOR: A SELECTED BIBLIOGRAPHY. Washington, D.C.: U.S. Department of Agriculture, Economic Research Service, 1969. 56 pp. .60

This bibliography dealing with aspects of poverty in the United States includes citations from the fields of anthropology, demography, economics, physical and mental health, psychology, sociology, and social psychology.

REPORT OF THE ILLINOIS WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH: COMMUNICATION, COMMITMENT, AND ACTION. Springfield: Illinois Commission on Children, 1970. 142 pp. ERIC, 6.58

This report summarizes the fact finding and recommendations of almost 8,000 people in Illinois who participated in preparing for the 1970 White House Conference on Children and Youth. It is divided into the following four sections: delivery of services which deals with the broader philosophy, problems, and priorities relating to the ways agencies and institutions reach and help young people; youth's role in society which is concerned with youth's quest for identity; the family unit which focuses on the conservation of the family as a natural base, and the collaborative role of agencies in the education process.

SOME GENERAL GUIDELINES FOR NAACP SPONSORSHIP AND ADMINISTRATION OF DAY CARE CENTERS FOR CHILDREN. New York: NAACP, 1971. 8 pp. Free

Guidelines cover the following areas: services and program provided, funding, policy-making and administration, site, operating funds, staff, and parent programs.

B. PARENT PARTICIPATION

Deutsch, Martin. INTERIM PROGRESS REPORT. PART I: CURRICULUM, PARENT PROGRAM, IN-SERVICE TRAINING, EXTRA-MURAL TRAINING, AND DISSEMINATION; PART II: RESEARCH AND EVALUATION. New York: New York University, School of Education, Institute for Developmental Studies, 1967. 579 pp. 10.00

The work of the Institute for Developmental Studies has been concerned, in large part, with the social and academic problems of environmentally disadvantaged children in the areas of research, curriculum innovation training, community involvement, and comprehensive evaluation.

NEW CONSIDERATIONS IN EARLY CHILDHOOD DEVELOPMENT: A SYMPOSIUM. Washington, D.C.: Day Care and Child Development Council of America, 1971. 95 pp. 3.00

A group of workshops at the National Conference on Social Welfare brought together people from a variety of disciplines -- social work, early childhood education, psychology -- as well as operators of several programs for young children. The purposes of the sessions were to relate social work practice to other developments in the early childhood field, to discuss new knowledge and insights which have emerged from research, and to provide information about programs and program models with which practitioners have been experimenting.

C. COMMUNITY ORGANIZATION

Deutsch, Martin. INTERIM PROGRESS REPORT. PART I: CURRICULUM, PARENT PROGRAM, IN-SERVICE TRAINING, EXTRA-MURAL TRAINING, AND DISSEMINATION; PART II: RESEARCH AND EVALUATION. New York: New York University, School of Education, Institute for Developmental Studies, 1967. 579 pp. 10.00

The work of the Institute for Developmental Studies has been concerned, in large part, with the social and academic problems of environmentally disadvantaged children in the areas of research, curriculum innovation training, community involvement, and comprehensive evaluation.

D. GROUPING

Furno, Orlando F., and Collins, George J. CLASS SIZE AND PUPIL LEARNING. Baltimore, Maryland: Baltimore City Public Schools, 1967. 153 pp. ERIC, 6.58

"To test the hypothesis that pupil achievement is inversely related to class size, a 5-year study (1959-1964) examined the relationship between class size and pupil achievement in reading and arithmetic."

Sitkei, E. George. THE EFFECTS OF CLASS SIZE: A REVIEW OF THE RESEARCH. Los Angeles: Los Angeles County Superintendent of Schools, Division of Research and Pupil Personnel Services, 1968. 13 pp. ERIC, 3.29

"This report reviews past research on the subject of class size and arrives at a summary of findings that may either aid further research or provide some basis for administrative decisions. The findings touch upon many phases of administrative responsibility and have immediate cost and quality implications."

9. EVALUATION

Deutsch, Martin. INTERIM PROGRESS REPORT. PART I: CURRICULUM, PARENT PROGRAM, IN-SERVICE TRAINING, EXTRA-MURAL TRAINING, AND DISSEMINATION; PART II: RESEARCH AND EVALUATION. New York: New York University, School of Education, Institute for Developmental Studies, 1967. 579 pp. 10.00

> The work of the Institute for Developmental Studies has been concerned, in large part, with the social and academic problems of environmentally disadvantaged children in the areas of research, curriculum innovation training, community involvement, and comprehensive evaluation.

A GUIDE FOR MANAGERS OF CHILD DAY CARE AGENCIES. Phoenix: Migrant Opportunity Program, 1969. 70 pp. ERIC, 3.29

> "This guide was compiled by a group of rural Arizona day care center managers working under the Migrant Opportunity Program (MOP) established in 1965. The managers were previously inexperienced and, at the end of two years, were interested in self-improvement and more efficient ways to perform their jobs. Their collaboration and idea exchange, based on their actual experiences, resulted in this guide."

Hoepfner, Ralph; Stern, Carolyn; and Nummedal, Susan G.; eds. CSE-ECRC PRESCHOOL/KINDERGARTEN TEST EVALUATIONS. Los Angeles: UCLA Graduate School of Education, 1971. 54 pp. 5.00

> The MEAN test evaluation system developed by the Center for the Study of Evaluation reflects four critical areas of concern to test users: Measurement validity, Examinee appropriateness, Administrative usability, and Normed technical excellence. This compilation contains approximately 120 tests, including over 630 subtests, all of which were evaluated with the MEAN system by at least two independent raters.

INDEX AND DESCRIPTION OF TESTS. New York: New York University, School of Education, Institute for Developmental Studies, 1965. 102 pp. 1.00

> The principal areas of research with which the Institute for Developmental Studies is concerned include (1) the relationship of differing environments to language development; (2) classroom communication between teachers and children of

various socioeconomic strata; (3) the effects of various psychopharmacological agents on children's learning; (4) the relationships among sensory modality both preference and efficiency, lateral dominance, and psychological development and functioning. The Institute has devised many tests and adapted others for measurement and evaluation. This index provides a brief description of these measurement and evaluation techniques.

Jencks, Christopher. THE COLEMAN REPORT AND THE CONVENTIONAL WISDOM. Cambridge, Massachusetts: Harvard University, Harvard Graduate School of Education, Center for Educational Policy Research, 1970. 101 pp.

The author notes that between 1965 when EQUALITY OF EDUCATIONAL OPPORTUNITY was written and 1970, national priorities had shifted away from integration and back to "separate but equal." His purpose in this paper is to demonstrate that despite changes in national policy, the conclusions of EEOR remain correct, namely that family background and peers have a large effect on children, whereas teachers and physical surroundings have small effects.

Rankin, Richard J., and Henderson, Ronald W. STANDARDIZED TESTS AND THE DISADVANTAGED. Tucson: University of Arizona, 1969. 12 pp. Free

"The general purpose of this paper is to evaluate the reliability of a new individual intelligence scale, the Wechsler Preschool and Primary Scale of Intelligence. A secondary purpose is to consider the idea that perhaps carefully administered and specifically renormed conventional intelligence tests might be a better solution to cultural-bias problems than the culture-free intelligence test."

10. FACILITIES AND SUPPLIES

Berk, Laura E. EFFECTS OF DURATION OF A NURSERY SCHOOL SETTING ON ENVIRONMENTAL CONSTRAINTS AND CHILDREN'S MODES OF ADAPTATION. Chicago: University of Chicago, Early Education Research Center, 1971. 23 pp. ERIC, 3.29

> "This study is concerned with the way in which children's naturally occurring behaviors change over a period of time as they adapt to a nursery school setting. The results illustrate a basic conception of ecological psychology, that the program of an environment's inputs to individuals changes if its ecological properties change -- in this case, if the duration of the setting increases."

BIBLIOGRAPHY OF SELECTED SCSD, URBS, SSP, SEF, AND RAS PUBLICATIONS. Stanford: Stanford University, 1969. 12 pp. ERIC, 3.29

> This annotated bibliography contains publications and report listings of the following sources: School Construction Systems Development (SCSD), University Residential Building Systems (URBS), Florida Schoolhouse Systems Project (SSP), Study of Educational Facilities (SEF), and Recherches en Amenagements Scolaires (RAS) Building Systems.

Boice, John. A SYSTEMS APPROACH TO SCHOOL CONSTRUCTION. Speech given at the National Vocational-Technical Facility Planning Conference, 1967, Reno, Nevada. 13 pp. ERIC, 3.29

> "The systems approach attempts to relate the processes of factory production and school construction in that the problems of the spacing and fitting of construction components are considered at the beginning of the design stage of construction. For the systems approach to insure minimum cost, high quality and flexibility it must be based on production volume, reasonable notice time to industry for tailor-made components, and clearly defined functional goals."

Caudill, William W., and Bullock, Thomas A. BARRIERS AND BREAKTHROUGHS. Bryan, Texas: Caudill, Rowlett, Scott and Associates, 1957. 7 pp. ERIC, 3.29

> The barriers to more effective school architecture are listed as architectural and educational prejudice, obsolete codes, building complexity, and static thinking. The developments which tend to offset these barriers are group planning, learning walls and space dividers, student centers, landscaping, and humanistic architecture.

Cherry, Ralph W. IMPLICATIONS OF CHILD GROWTH AND DEVELOPMENT FOR SCHOOL PLANT DESIGN. Bryan, Texas: Caudill, Rowlett, Scott and Associates, 1956. 7 pp. ERIC, 3.29

Based on the belief that planning of school plants must be preceded by careful study of child growth and development, this paper discusses the following principles: development is a product of two factors -- learning and growth; human growth and development follow an orderly pattern; individuals differ in rate, pattern, and ultimate level of development, and all aspects of growth and development are interrelated.

CLIMATE CONDITIONING FOR THE LEARNING ENVIRONMENT. Chicago: Perkins and Will, Architects, 1968. 15 pp. ERIC, 3.29

This report discusses heating, cooling, and ventilation for the classroom in relationship to students' learning abilities. It is designed to assist school boards, administrators, architects and engineers in understanding the beneficial effects of total climate control and in evaluating the climate conditioning systems available for schools.

Cook, Ann, and Mack, Herbert. "Business in Education: The Discovery Center Hustle." SOCIAL POLICY 1(1970):4-11

A look at some of the ways business is cashing in on the preschool market and the question of what the aims of education should be.

Earthman, Glen I. A REPORT ON SPACE ALLOCATION. Philadelphia: Board of Education, School District of Philadelphia, 1967. 16 pp. ERIC, 3.29

"The purpose of this analysis is to provide data against which the relative sizes of public schools in Philadelphia can be compared. The common demoniator used here is square footage allocation per pupil. This denominator is reached by dividing the total square footage of the school by the number of students the school is intended to accomodate."

EFFECTS OF FACILITIES ON EDUCATIONAL ACHIEVEMENT: A SELECTED BIBLIOGRAPHY. Madison: University of Wisconsin, ERIC Clearinghouse on Educational Facilities, 1970. 57 pp. ERIC, 3.29

References in this bibliography are grouped into six sections: learning and the learning environment; classroom

environment; school and educational environments; environmental influences upon learning and education; color, thermal environment, lighting and visual environment, acoustical environment; controlled and physical environments; and miscellaneous.

GUIDE FOR THE EVALUATION OF SCHOOL FACILITIES. California Association Public School Business Officials, 1966. 62 pp. ERIC, 3.29

The school evaluation guide is designed to provide workable criteria for appraisal of the physical characteristics of existing school plants in order to seek out unsatisfactory building features and to stimulate improvements in future school construction.

Haessig, William B. HEALTH AND SAFETY REQUIREMENTS FOR EXISTING SCHOOL BUILDINGS. Albany: University of the State of New York, State Education Department, 1967. 11 pp. ERIC, 3.29

This manual of health and safety considerations for existing school buildings, based on the Regulations of the Commissioner of Education and requirements of the Division of Educational Facilities Planning, forms the basis for review and evaluation of existing buildings.

Haring, Norris G.; Hayden, Alice H.; and Hulten, William. UNIVERSITY OF WASHINGTON CHILD DEVELOPMENT AND MENTAL RETARDATION CENTER EXPERIMENTAL EDUCATION UNIT. Seattle: University of Washington, 1968. 4 pp. ERIC, 3.29

"The physical facilities of the education unit of the child development and mental retardation center at the University of Washington are described. A floor plan is appended."

HARVARD EDUCATIONAL REVIEW 39(1969):147 pp. 4.75

"Architecture and Education" is the theme of this issue. The intent "is to explore the relationship of architectural values to significant human experience and in particular to basic educational goals -- to question if and how the physical environment informs and shapes and liberates the human spirit."

Jackson, R. Graham. MATERIALS FOR MODERNIZATION. Houston, Texas: Wirtz, Calhoun, Tungate, and Jackson, 1961. 7 pp. ERIC, 3.29

"Choices and issues in selecting materials for modernization of school buildings are discussed in this report. Background

information is introduced in terms of reasons for abandonment, the causes and effects of school building obsolescence, and problems in the modernization process."

Johannis, Norma; Doster, Mildred; and Cochrane, Robert. PROVIDING A HEALTHFUL SCHOOL ENVIRONMENT: STANDARDS AND PROCEDURES. Denver: Colorado State Department of Education, 1962. 15 pp. ERIC, 3.29

This report discusses standards and procedures as applied to mental and physical health and safety as affected by the physical surroundings of the school.

L'Abate, Luciano. DESIGN FOR A PLAYROOM. Atlanta: Georgia State College, n.d. 14 pp. ERIC, 3.29

The author makes recommendations for the construction of play therapy facilities which would not interfere with clinical practice but would permit the gathering of research data concerned with the effectiveness of play therapy.

LITERATURE RELATED TO PLANNING, DESIGN AND CONSTRUCTION OF SCIENCE FACILITIES. Washington, D.C.: National Science Foundation, 1967. 47 pp. ERIC, 3.29

Articles and papers in the science facilities collection of the Architectural Services Staff are listed for the following topical areas: physical plant planning, physical plant cost and management, space utilization and measurement, general design and construction of science facilities, environmental conditions for learning, science building type studies, and special facilities and equipment.

Miller, Peggy L. OUTDOOR CREATIVE PLAY AREAS. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1969. 12 pp. ERIC, 3.29

"Guidelines are given for the development of outdoor play areas on school sites to provide children with natural areas and simple facilities for creative play."

THE PHYSICAL LEARNING ENVIRONMENT FOR TEACHING: CHILD CARE SERVICES, CLOTHING SERVICES, FOOD SERVICES, HEALTH SERVICES, HOME FURNISHINGS SERVICES, HOUSEKEEPING SERVICES, MANAGEMENT SERVICES. Albany: University of the State of New York, State Education Department, Bureau of Secondary Curriculum Development, 1969. 63 pp. ERIC, 3.29

"Suggestions are given to aid school administrators, area directors, teachers, advisory committees, and architects in planning for the home economics occupational education facility."

PLANNING MODEL FOR SCHOOL FACILITIES. Chelmsford, Massachusetts: Chelmsford Park High School, 1968. 172 pp. ERIC, 6.58

The basic philosophy of this report is that the construction of a multi-million dollar school plant should be the result of the community's best possible thought. To achieve this end, architects, administrators, teachers, school committeemen, and consultants all participated in designing both a new physical plant and a compatible curriculum.

Reida, G. W. A MANUAL FOR EVALUATING SCHOOL FACILITIES. Topeka: Kansas State Department of Public Instruction, 1962. 71 pp. ERIC, 3.29

This manual evaluates the functionality of school facilities on the following points: site; building structure; administrative space; classrooms; special rooms; general service areas; heating, ventilation, and air conditioning; lighting and electrical equipment; fire protection; and water supply and sanitary facilities.

Rice, Robert R. THE HOUSING ENVIRONMENT AS A FACTOR IN CHILD DEVELOPMENT. Washington, D.C.: Office of Economic Opportunity, 1966. 33 pp. ERIC, 3.29

"In Kansas City, Missouri, 208 Negro five year olds were studied to examine the influence of housing upon child development and to compare the relative influence of housing on Head Start and non-Head Start children."

Singel, Raymond J. PLANNING THE LEARNING ENVIRONMENT. Madison, Wisconsin: Madison Public Schools, 1969. 29 pp. ERIC, 3.29

The learning environment and its interrelationship with educational policies and the coordinated planning and design of schools and their facilities are discussed in their relationship to the student.

Wakefield, Howard E. DESIGNING AN ENVIRONMENT FOR LEARNING. Proceedings of A Conference of Educational Survey Directors of Member Universities of the Committee on Institutional Cooperation, April 27-28, 1967, Madison, Wisconsin. 24 pp. ERIC, 3.29

"Three topics are discussed -- (1) designing the environment of educational enterprises, (2) capabilities and promise of data processing in comprehending the educational environment, and (3) optimum learning environments - design mechanisms, principles, and application."

"Working Mothers Get a Break; So Do Their Kids and Project Owners." APARTMENT CONSTRUCTION NEWS, June 1970, pp. 19-20

This article describes some of the day care facilities which have been included in apartment developments. Developers supply the facilities and then turn the operation over to such organizations as Kinder Care Nursery Schools, Inc.

11. GENERAL RESOURCES

Jablonsky, Adelaide, and Barnes, Regina. THE NEIGHBORHOOD YOUTH CORPS: A REVIEW OF THE ERIC LITERATURE. New York: Columbia University, 1970. 23 pp. ERIC, 3.29

> This annotated bibliography has a short review of the history and operation of the Neighborhood Youth Corps and then breaks down its 21 items into the following areas: program descriptions, characteristics of participants, evaluation reports, and reaction papers.

Lasswell, Thomas E., and Heppe, Jack. ACTIONS, OBJECTIVES AND CONCERNS: HUMAN PARAMETERS FOR ARCHITECTURAL DESIGN. Los Angeles: Deasy and Bolling, 1969. 100 pp. ERIC, 3.29

> "An experiment conducted at California State College, Los Angeles, to test the value of social-psychological research in defining building needs is described. The problems of how to identify and synthesize the disparate objectives, concerns and actions of the groups who use or otherwise have an interest in large and complex buildings is discussed."

Stoke, Stuart M.; Grose, Robert F.; Lewit, David W.; Olmsted, Michael S.; and Smith, Bulkeley, Jr. STUDENT REACTIONS TO STUDY FACILITIES: WITH IMPLICATIONS FOR ARCHITECTS AND COLLEGE ADMINISTRATORS. Amherst, Massachusetts: Amherst College, 1960. 62 pp. ERIC, 3.29

> One hundred students in four neighboring colleges were sampled to determine the most desired possibilities for new study space construction.

Theodores, James L. CRISIS IN PLANNING: AN ANALYSIS OF SOME FACTORS THAT INFLUENCE THE KINDS OF SCHOOLS WE HAVE, HOW THEY GOT THAT WAY, AND WHAT WE MUST DO ABOUT CHANGING THEM. Columbus, Ohio: Council of Educational Facility Planners, 1968. 36 pp. ERIC, 3.29

> This is the author's interpretation of the current status of educational facility planning practices throughout the nation. He states that the deficiency in proper planning has two basic causes: a national school organization that divides people, resources, and energies into mutually exclusive but impotent camps, and reliance upon folkways rather than technical proficiency and research in the design of school facilities.

12. PUBLIC SCHOOLS

Earthman, Glen I. A REPORT ON SPACE ALLOCATION. Philadelphia: Board of Education, School District of Philadelphia, 1967. 16 pp. ERIC, 3.29

> "The purpose of this analysis is to provide data against which the relative sizes of public schools in Philadelphia can be compared. The common denominator used here is square footage of the school by the number of students the school is intended to accomodate."

HARVARD EDUCATIONAL REVIEW 39(1969):147 pp. 4.75

> "Architecture and Education" is the theme of this issue. The intent "is to explore the relationship of architectural values to significant human experience and in particular to basic educational goals -- to question if and how the physical environment informs and shapes and liberates the human spirit."

HOW TEACHERS MAKE A DIFFERENCE. Washington, D.C.: Education News Service, 1971. 13 pp. Free

> Seven education researchers met in Washington to help policy-makers "in determining priorities in the recruitment, training, retraining, and utilization of educational personnel." Summaries of the papers presented at the conference are given in this publication.

Jencks, Christopher. THE COLEMAN REPORT AND THE CONVENTIONAL WISDOM. Cambridge, Massachusetts: Harvard University, Harvard Graduate School of Education, Center for Educational Policy Research, 1970. 101 pp.

> The author notes that between 1965 when EQUALITY OF EDUCATIONAL OPPORTUNITY was written and 1970, national priorities had shifted away from integration and back to "separate but equal." His purpose in this paper is to demonstrate that despite changes in national policy, the conclusions of EEOR remain correct, namely that family background and peers have a large effect on children, whereas teachers and physical surroundings have small effects.

RESEARCH STUDIES ON KINDERGARTEN EDUCATION. Albany: State Education Department, University of the State of New York, 1964. 30 pp. ERIC, 3.29

This listing of research is divided into the following areas: values in kindergarten education, entrance age and class size as factors in kindergarten education, research on beginning reading with implications for kindergarten education, and recent research on intellectual development and learning with implications for kindergarten education.

Rosenthal, Ted L.; Coxon, Mary; Hurt, Maure, Jr.; Zimmerman, Barry J.; and Grubbs, Charles F. PEDAGOGICAL ATTITUDES OF CONVENTIONAL AND SPECIALLY-TRAINED TEACHERS. Tucson: University of Arizona, 1970. 27 pp. Free

The goals of the experimental program described are the modification of curricular emphases, classroom practices, and pedagogical orientations of teachers, with particular focus upon the beginning school years with culturally disadvantaged children.

AUTHOR INDEX

Badger, Earladeen, 3, 12
Baldwin, Clara P., 12
Barnes, Regina, 40
Berk, Laura E., 3, 8, 15, 16, 34
Blackstone, Tessa, 17
Boice, John, 34
Brudenell, Gerald, 22
Bullock, Thomas A., 34

Cade, Theo M., 10, 15
Caldwell, Bettye M., 1
Caudill, William W., 34
Champagne, David W., 11, 12
Cherry, Ralph W., 3, 35
Cochrane, Robert, 37
Collins, George J., 10, 30
Cook, Ann, 3, 19, 35
Coxon, Mary, 20, 42
Crawford, Patricia, 10, 13

Deutsch, Martin, 4, 11, 21, 29, 30, 32
Doster, Mildred, 37

Earthman, Glen I., 35, 41
Eason, Gary, 10, 13
Evans, E. Belle, 1, 4, 20 22, 24, 25

Fargo, George A., 10, 15
Franco, Daisy, 9
Furno, Orlando F., 10, 30

Goldman, Richard M., 11, 12
Gordon, Ira J., 11, 13
Grose, Robert F., 40
Grubbs, Charles F., 20, 42

Haessig, William B., 36
Haith, Marshall M., 5, 16
Haring, Norris G., 36
Hausman, Leonard J., 24
Hayden, Alice H., 36
Henderson, Ronald W., 5, 12 17, 33
Heppe, Jack, 40
Hoepfner, Ralph, 32
Honig, Allice S., 9, 10
Hughes, Marie M., 5, 17
Hulten, William, 36
Hurt, Maure, Jr., 20, 42

Jablonsky, Adelaide, 40
Jackson, R. Graham, 36
Jacoby, Susan, 18
Jencks, Christopher, 5, 33, 41
Johannis, Norma, 37

Keister, Mary Elizabeth, 5, 23

L'Abate, Luciano, 9, 37
Larimore, David, 22
Lasswell, Thomas E., 40
Lewit, David W., 40

Mack, Herbert, 3, 19, 35
Maida, Peter R., 29
Martin, Marian, 9
Matheson, Helen, 1, 26
McClellan, Keith, 23, 25
McClung, Franklin B., 9
McCoy, John L., 29
McFadden, Dennis N., 2, 6
Meier, John, 22
Miller, Peggy L., 37
Miller, Wilma H., 10, 13

Nummedal, Susan G., 32

Olmsted, Michael S., 40

Rankin, Paul T., Jr., 13
Rankin, Richard J., 12, 33
Reida, G. W., 38
Rice, Robert R., 7, 16, 38

Rosenthal, Ted L., 20, 42
Roth, Colleen P., 10, 15

Schlesinger, Joy, 18
Schoggen, Maxine, 14, 21
Schwartz, Conrad, 7, 14
Shub, Beth, 1, 4, 20, 22, 24
25
Singel, Raymond J., 38
Sitkei, E. George, 31
Smith, Bulkeley, Jr., 40
Smith, Jack L., 8
Stern, Carolyn, 32
Stoke, Stuart M., 40
Strom, Robert D., 22
Stunden, Alastair A., 9

Theodores, James L., 40

Wakefield, Howard E., 38
Weber, Lillian, 18
Weinstein, Marlene, 1, 4, 20,
22, 24, 25
Wetzel, Ralph J., 5, 17

Zimmerman, Barry J., 20, 42